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ABSTRACT

This pamphlet proposes a rationale for promoting second language learning in American schools. Factual data support the belief that American involvement abroad is continually increasing and thereby creating a demand for citizens capable of speaking a second language. The objectives of foreign language instruction in New York State are examined, and concluding remarks focus on how successful language programs can be maintained with proper community support and imaginative use of the community's facilities. (RL)

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foreword

This publication is designed to present to educators and to the general public reasons for the growing importance of modern foreign languages and a picture of the modern language program in New York State.

The booklet attempts to show how our country's growing participation in world affairs, the great number of Americans who travel to other countries in a "shrinking" world, the large sums of American money invested abroad and our deep interest in other peoples and cultures all contribute to the growing importance of learning a second language.

The publication also describes New York State's modern language program, its size in relation to the national picture, methods that are recommended for the teaching of modern languages — including the use of new electronic equipment — the important role of the teacher, the administrator — and the public itself — in creating a program of quality.

The new State syllabus, *French for Secondary Schools*, has recently been distributed to the schools. While this publication does not change the goals of foreign language study, it emphasizes the importance of language as a means of oral communication. It suggests that pupils learn the speaking skill first, that translation be replaced by reading and that grammar be taught through mastery of everyday patterns of speech. The syllabus suggests that class periods should provide maximum practice in hearing, speaking, reading and writing the foreign language, with as little use of English as possible. Because of the emphasis on language for oral communication, a longer foreign language sequence is recommended for grades 7-12.

It is believed that the stress on learning to speak the foreign language, as well as to read and write it, will prove to be of practical value to students and will help to increase their appreciation of other people's cultures to a greater extent than has been achieved in the past through the emphasis on grammar and translation.

The content of this publication was planned by Paul M. Glaude, supervisor of foreign languages education, and Vivienne Anderson, associate in secondary curriculum. The technical design and writing of the publication were done by Vivienne Anderson with thorough review of the manuscript and many valuable suggestions by Paul M. Glaude. Portions of the manuscript were also reviewed by William E. Young, Director, Division of Elementary Education, and Helen Hay Heyl, Chief, Bureau of Elementary Curriculum Development.

Appreciation is expressed to the following for their careful review of the manuscript and their valuable contributions: Miss Remunda Cadoux, Supervisor of Foreign Language Broadcasting, New York City Public Schools, and the following members of the supervisory staff in foreign languages education — Anthony S. Fiorella, Catherine E. LaRosa, Edgar Moreau, Morton E. Spillenger, and Hubert E. Wilkens. The illustrations were done by Robert McLean.

GORDON E. VAN HOOFT
Chief, Bureau of Secondary Curriculum Development

WARREN W. KNOX
Assistant Commissioner for Instructional Services (General Education)

Let's Learn Languages

Wouldn't it be wonderful if all the people in the world spoke the same language? So many individuals and groups have believed in a universal language that over 300 planned languages, including Esperanto, have already been proposed for worldwide use.

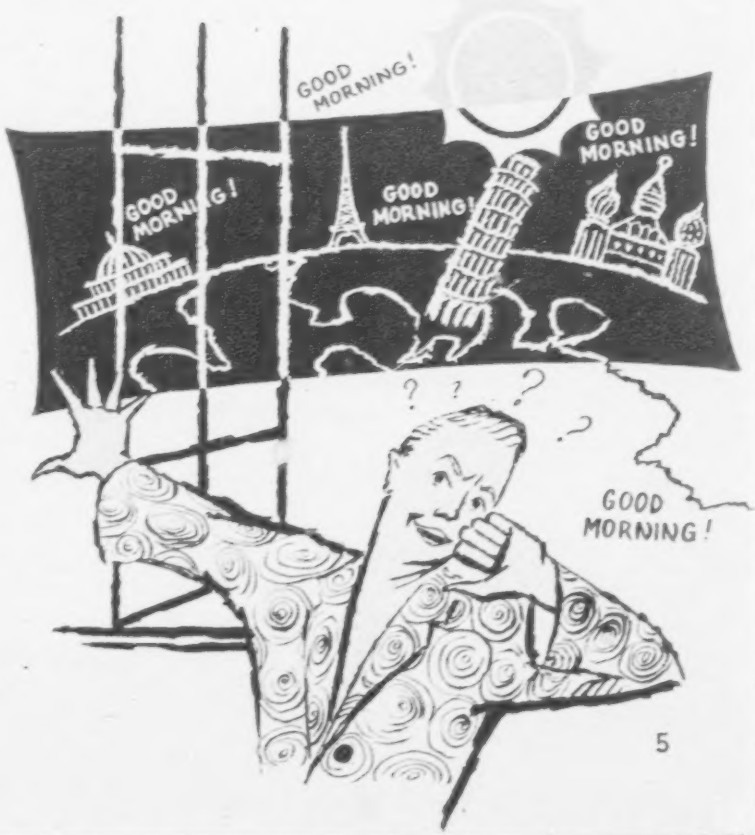
Yes. It would be grand if we had one international language. But let's face the facts. There are about 3,000 languages spoken in today's world! In Africa alone, about 800 languages are used. The Soviet Union has another 200. India has about a dozen "main" languages and some 90 others besides! And did you know that — according to professional language students — even if all the people in the world were to wake up one morning speaking the same language — by nightfall they would be on the way to establishing many local variations of that language?

There doesn't seem to be much chance in the foreseeable future of everybody's saying "good morning" in the same language. And no matter how much we admire our mother tongue, we can't expect everyone in the world to learn English — even though hundreds of thousands of people in other countries now speak our language.

In France, for instance, English is taught in the schools for seven years, starting at the age of eleven. In Sweden students who complete grade 12 or 13 have studied English for eight years. Pupils who learn English in the secondary schools of West Germany take the language for nine years. And about 7,000,000 Japanese children are now studying English!

Since we don't all speak the same tongue, many people of the world are trying hard to learn one another's languages. We, in this country, have realized, too, that we must take a big step in this direction in order to build a better, safer world. To build a world in which . . .

- We can speak and understand the other fellow's language
- We can talk about problems person-to-person
- We can build a mutual understanding of even the toughest problems . . . the problems that we know can result in war or peace, life or death, happiness or nothingness — depending on how they are handled



Now is the time to speak up — in more than one language! Why is the knowledge of other languages so important today? Here are some of the reasons.
Other people's languages are important

BECAUSE We live in a RAPIDLY SHRINKING WORLD

in which the problems and struggles of the people and the leaders of faraway places have moved into our own living rooms on our television screens, on radio and in newspapers. In fact, everyday news reports often focus more on international events than on domestic affairs. When we see the leaders and the people of other nations as close as our nearest television set, we realize that *we are not alone!* We sense that the policies and actions of nations thousands of miles away can affect our lives in a matter of hours, sometimes minutes.

The better we understand our "neighbors" and their explanations of their problems, the better we can handle the growing ties that bind us together in a constantly shrinking world . . . the better we can build mutual trust and cooperation among nations.

BECAUSE of the GREAT INCREASE IN TRAVEL

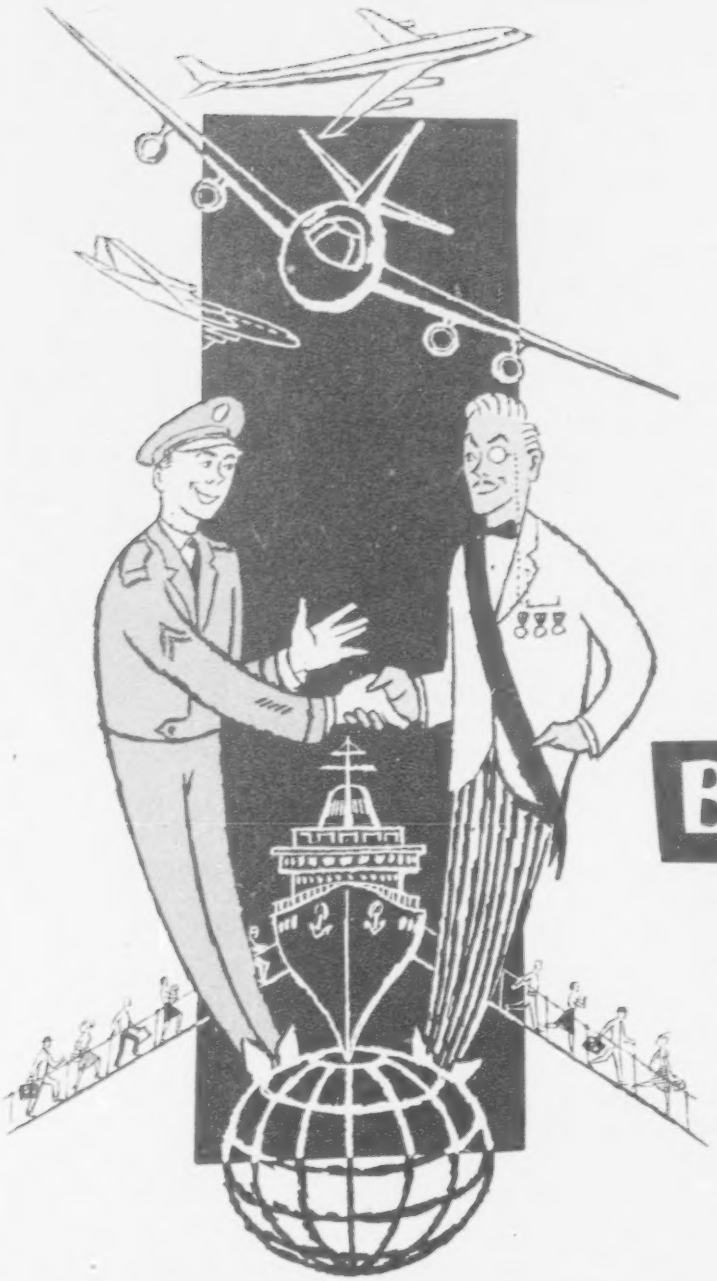
Nowadays we can fly across the Atlantic Ocean by jet airplane in about six and one-half hours. In fact, we can reach airports in practically all parts of the world, flying at about 600 miles an hour. Even moving at 500 miles an hour, no place on earth is more than 25 hours away from any other place.

Over 2 million Americans received passports to travel to other countries in 1960 on fast-flying planes and leisurely ships. Over 850,000 of these travelers visited countries in Europe. Americans are eager to see other lands, meet other people, learn how they live and understand how they think.

Traveling to other countries is much more interesting when we can speak with people in their own language . . . when we can understand what they say firsthand and when we can read the news in their own daily papers.

EACH ONE OF US IS AN AMBASSADOR!

Did you ever stop to think that the millions of Americans who travel abroad are personal ambassadors of our country? As such, we not only make a better impression, but we learn more when we can understand and speak with our hosts in their native language.



We know that people of other lands have a warm feeling of friendship and admiration for Americans who take the time to learn to speak their language. They want to cooperate with us because they are more convinced of our friendliness and sincerity. Americans, on the other hand, grasp the ideas and everyday customs of other peoples by talking with them face-to-face instead of depending on interpreters.

Travel is a great educator. It is the road to understanding the similarities and differences between ourselves and others. It is the road to understanding other cultures. More and more, Americans are learning about the world in which they live and enjoying a richer life through the knowledge they gain from travel abroad.

BECAUSE you may become one of the millions of Americans who

LIVE ABROAD OR FIND YOURSELF STATIONED ABROAD

at some time.

Right now there are:

- Almost 200,000 Americans working in federal agencies in foreign countries
- About 20,000 Americans holding interesting positions in the diplomatic service
- About 1,500 United States technicians working on Point Four Projects in 35 different countries

and

- Two percent of our population living abroad

Also, there are:

- About 300 missions stationed in 75 nations throughout the world
- Increasing numbers of exchange students and teachers living in other countries
- About 7,100 Americans working in our country's foreign service
- Over 1 million military personnel and 75,000 civilian employees, connected with our Armed Forces, living in almost 40 different countries. More than one-third of the 3 million people in our Armed Forces are stationed abroad.

All this adds up to millions of Americans traveling and living abroad, once or more than once, during their lifetimes. Who knows? There may be a chance that you will be one of these people some day. If that happens, your knowledge of a second language will help you feel at home in a foreign country. It will add greatly to your efficiency and to your enjoyment of life abroad!

BECAUSE the tremendous amount of

AMERICAN BUSINESS ABROAD

offers opportunities for many kinds of interesting jobs to those who learn to speak a second language. Did you know that we have more than $41 billion worth of private investment abroad? And a big investment, besides, in foreign securities, bank loans and other assets? These holdings tie us closer to other countries and deepen our interest in foreign affairs. They make it very important for us to understand accurately the problems of other nations, because their good and bad fortune have a direct effect on our foreign holdings.

Many firms that have markets in such places as Latin America and Europe naturally give preference to employees who speak such languages as French and Spanish.

In a study of the "Help Wanted" section of six Sunday editions of *The New York Times*, Lois S. Gaudin, Associate Professor of French at Brooklyn College, discovered over 1,000 advertisements for all kinds of jobs that require the knowledge of one or more foreign languages. Spanish and French ranked at the top of the list. Here are just a few examples of the hundreds of ads offering attractive jobs to people who can speak a second language:

SECRETARY
ENGLISH-SPANISH

Excellent opportunity for capable secretary in the international sales division of well known toiletries firm located in Radio City. Good working knowledge of Spanish. New modern office. Finest benefits

GENL. MGR. — Netherlands, know German, French and English, Valve Mfg. to $20,000

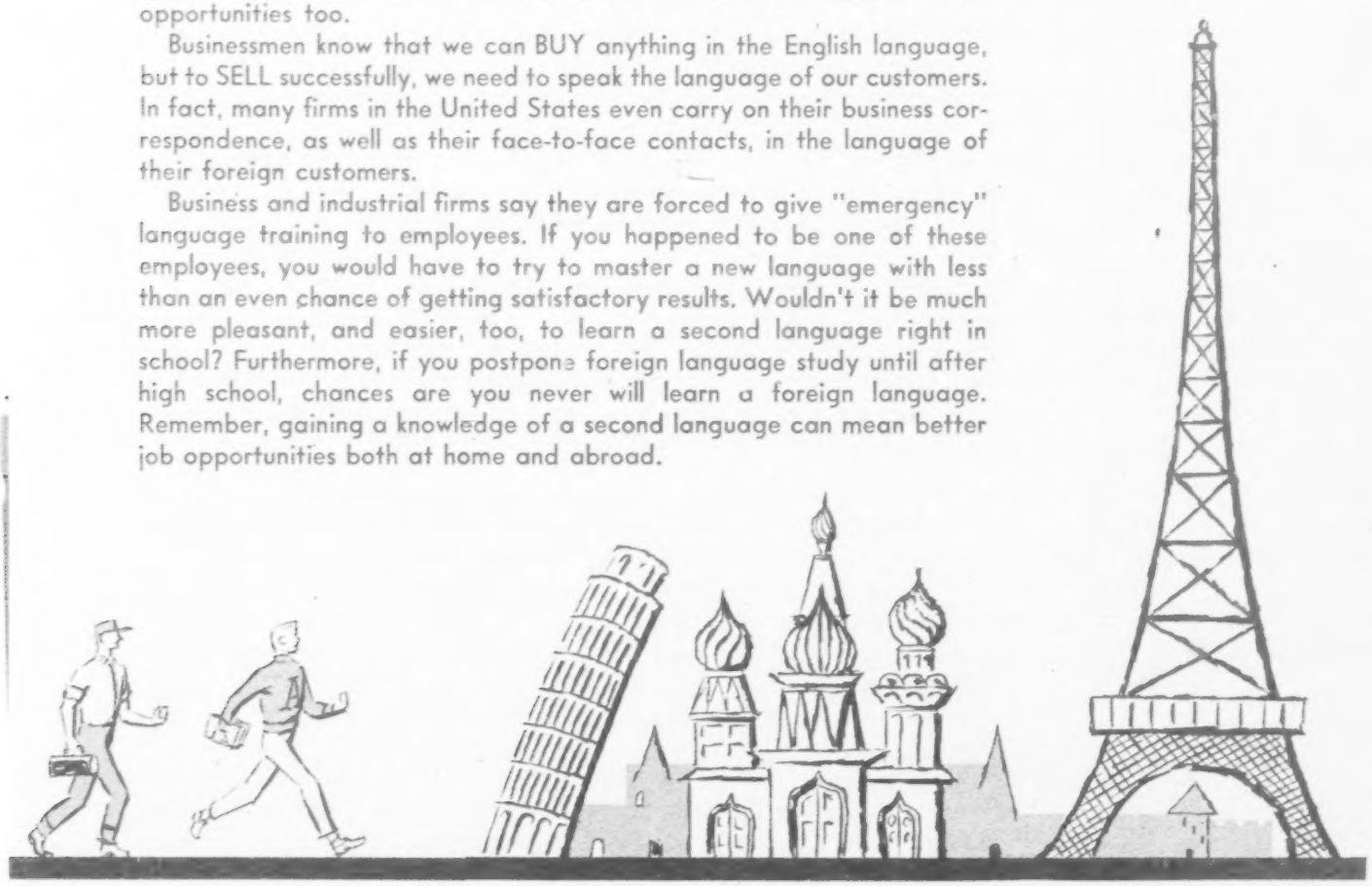
CIVIL ENGINEER 10 yrs. in design of hydraulic struct. Spanish speak So. Amer. to $1,100 mo.

TRANSLATORS (2) Russian to English. Technical and/or scientific bkgrd. top New York City corpn. Resume, to $7,000

Newspaper ads offering jobs that require a second language cover almost every kind of work you can think of: technical, clerical, stenographic, sales, professional, institutional, research, service and creative opportunities too.

Businessmen know that we can BUY anything in the English language, but to SELL successfully, we need to speak the language of our customers. In fact, many firms in the United States even carry on their business correspondence, as well as their face-to-face contacts, in the language of their foreign customers.

Business and industrial firms say they are forced to give "emergency" language training to employees. If you happened to be one of these employees, you would have to try to master a new language with less than an even chance of getting satisfactory results. Wouldn't it be much more pleasant, and easier, too, to learn a second language right in school? Furthermore, if you postpone foreign language study until after high school, chances are you never will learn a foreign language. Remember, gaining a knowledge of a second language can mean better job opportunities both at home and abroad.



BECAUSE

of America's

GROWING PARTICIPATION IN WORLD AFFAIRS

As a leader in the United Nations and in international affairs, our country, through its citizens, has a great stake in building friendly relations with other nations through understanding their people and their problems. This is one of the reasons that leaders in government and education are saying that international understanding and foreign languages should be taught in our schools and colleges . . . that teaching these subjects is more important now than ever before in our history!

It is true that never have so many issues depended on communication for peaceful solution. And never before have such vast numbers of Americans been confronted with people speaking foreign languages. Interpreters can never really substitute for face-to-face, personal conversation in building a complete understanding of other people, their actual ideas and the culture they represent. Interpreters can misinterpret, too! When we can speak to people of other lands in their own language, we can tell them what we really think and discover what they really think too!

In a world in which communication and understanding are necessary for peace, breaking the "language barrier" is a first step in protecting the lives of our people and the welfare of our nation.

BECAUSE

the Federal Government is now encouraging the study of foreign languages in schools throughout the nation through

THE NATIONAL DEFENSE EDUCATION ACT

Through this law, our government is providing money for language laboratory equipment and materials for use in the laboratory, for research and for the training of teachers in the best methods of teaching foreign languages.

The National Defense Education Act provides special institutes or training sessions to help teachers master the new methods of teaching foreign languages. New York State is also helping to train teachers by holding special conferences, offering State-subsidized institutes for teacher training and encouraging experimentation and research in foreign language study.

Recognizing the great importance of language study in today's world, our State, and our Federal Government through its Defense Act, are saying, "Come on, John Q. Let's learn languages!"

What's Your

IQ?*

* International Quotient

DID YOU KNOW THAT . . .

- The key to the Bastille is in Mount Vernon, Virginia.
- The word "pumpernickel" is said to come from *Bon Pour Nicholas*, the name of a Napoleonic general's horse!
- The American *Constitution* was strongly influenced by Montesquieu's famous *L'Esprit des Lois* in which the French writer stressed the importance of the separation of the powers.
- The Statue of Liberty was a gift of the French people. Frederic Bartholdi, sculptor of the famous statue, came to America and picked the site where it now stands — Liberty Island in New York Bay.
- Lafayette's direct descendants are honorary citizens of the United States and Lafayette named his first son George Washington after his beloved general of the American Revolution.
- A French architect, Pierre-Charles L'Enfant, designed our capital city, Washington, D. C.
- The ampere, measure of strength of an electric current, got its name from André-Marie Ampère. Ampère's rule is studied by all students of physics.
- Benjamin Franklin and Thomas Jefferson read Rousseau and Voltaire in the original French.

And did you know that . . .

- Columbus thought the world was smaller than it really is. That was why he thought he had reached the East Indies when he had actually discovered America. In fact, during his entire lifetime, Columbus never knew that he had not sailed to Asia. It was Amerigo Vespucci, a Florentine astronomer and traveler to the New World, who realized that Columbus had discovered new western lands.

After hearing Amerigo's theory, a German mapmaker named Waldseemueller decided to change the map of the world. He added a new continent between Asia and Europe and he named it Amerigo's Land (*Terra America* in Latin) in honor of Amerigo. The New World has been called America ever since.

• John Cabot, the famous explorer who staked England's claim to half a continent in the New World, was really Giovanni Caboto, an Italian navigator sailing for England.

• Giovanni da Verrazano, an Italian sailing for France, sailed up the Hudson River even before Henry Hudson for whom it was named.

• Leonardo da Vinci, Italian genius who painted the "Mona Lisa" and "The Last Supper," was a talented sculptor, musician, scientist, geologist, inventor, architect, engineer, botanist, astronomer and art critic. His sketches of parachutes, helicopters, propellers and flying machines with wings made in the 1400's foreshadowed the development of modern aviation.

• Napoleon's real name was Napoleone Buonaparte. He was a descendant of an Italian family that settled in Corsica.

• Enrico Fermi, famous Italian physicist and winner of the 1938 Nobel Prize in Physics, received a 1954 award from the Atomic Energy Commission for his work on the atomic bomb — after fleeing to this country from fascist Italy in 1938.

• The word "volt" comes from the name of Alessandro Volta, inventor of the electric battery.

And that . . .

• The word for the American dollar comes from the German silver coin, *joachimsthaler*, officially shortened to *taler* for everyday use. *Taler* was used for the three-mark silver piece which was about equal to the American dollar.

• The oldest German university was built in Prague, dated 1348. Heidelberg was a latecomer in 1386!

• Whenever you read a book, you might think of Johannes Gensfleisch (Goosepimple) Gutenberg, who invented movable type in 1450!

• Sixty-eight of 200 Nobel prizes for science have been awarded to Germans.

• Germany was at first divided into three parts and the part we call "East Germany" is really Central Germany.

• Descendants of the famous Hapsburg dynasty are now oil-rich millionaires living in Texas!

And that . . .

• Spanish "pieces of eight" were made so that each coin could be broken into eight separate bits. The pieces of this coin were the origin of our familiar expressions, "two bits" and "four bits."

• The national hero of Chile is Bernardo O'Higgins, son of Ambrosio O'Higgins, Spanish Viceroy in Peru, who was born in Ireland!

• The first formal bull festivals in medieval Spain date back to 1100 A.D. At that time they were under royal patronage and were seen only by nobles. Gradually the peasantry took leadership in popularizing the bloody spectacles. When Queen Isabella, Columbus's patroness, wanted

to abolish bullfighting it was so popular that she was afraid of a revolt and the loss of her throne if she tried to outlaw it!

• The beautiful republic of El Salvador, located in Central America, is the smallest and most densely populated country in the Western Hemisphere.

• Domingo Faustino Sarmiento, educator-President of Argentina in the nineteenth century, was an intimate friend of the great American educator, Horace Mann.

• Curare, the deadly poison used by Indians of the Amazon region to tip their bows and arrows, is used in surgery to relax the patient's muscles before an operation.

• Potatoes were grown in Peru more than 700 years ago — long before white men began to raise them — by the Indians whose ancestors founded the great Inca empire.

And that . . .

• The Russian people love proverbs. Their expression for "There's no place like home" is *V gostinakh kharosho, a doma yeshcho lootche,* which means: "It's nice in a hotel, but nicer at home!"

• Another popular Russian proverb is "practice makes perfect." The Russians say *Povtoreniya — mat's oocheniya,* or "Repetition — the mother of learning."

• The expression, "O.K. team," is one to be sure to remember if you are getting ready to learn the Russian alphabet. These letters are the same in both the English and Russian alphabets.

• One of the hardest sounds for Americans to pronounce in Russian is the one that sounds like "shch" in English. This can be mastered easily, however, by pronouncing "fresh cheese" and then lifting the "sh-ch" sound from between the two words. Try it! Say "sh-cheese."

The little bits of information about history, science, geography, language, literature and social living which you have just read are only a few examples of the many entertaining facts involved in other countries' cultures. If you study a foreign language thoroughly enough, you will gain an insight into the way of life of a foreign people that goes far beyond picturesque scraps of "information." Language itself is the basic feature of a culture and of humanity.

When you study a second language, you get an exciting new picture of other people's backgrounds. This knowledge broadens your horizons and helps to make you a more interesting person. It gives you a new look at American life, too, because you can compare your knowledge of other nations with the familiar culture of your own country. Through other people's cultures, you will see America and other nations in a brand new light. You will get ideas that can help to enrich the customs and the culture of your own country. In fact, the world in which you live, and your own personal life, will begin to take on a variety of interesting new meanings.

Percent of high school students studying a modern foreign language: New York State, 36.5; United States, 16.5.

New York State is proud to have the highest percentage of students studying modern foreign languages in the nation's schools. In grades 9 through 12, more than 36 percent of our pupils are enrolled in language courses.

According to the 1959-60 records of the Education Department, here are the number of New York State schools offering language programs — and the number of students studying modern foreign languages in grades 9 through 12. (The Russian records are for 1960-61.)

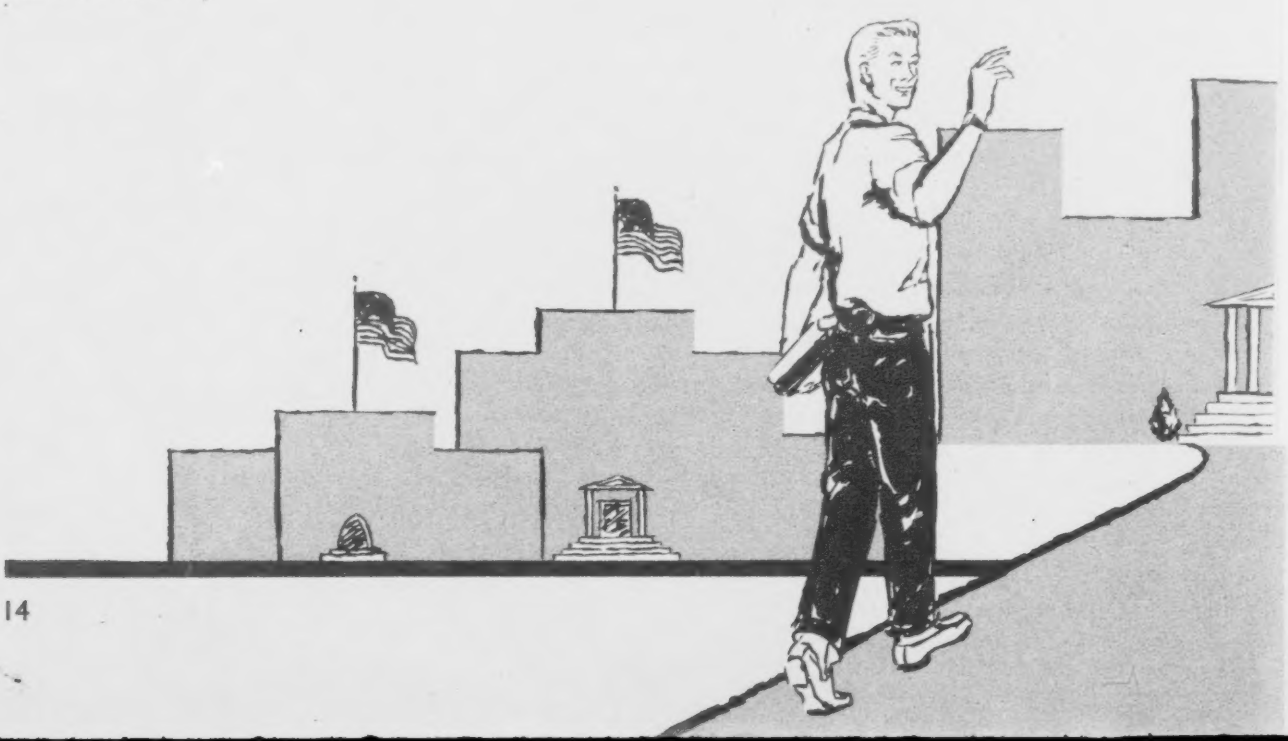
Language	Number of Schools Teaching Language	Number of Students Studying Language
French	950	130,903
German	221	18,792
Hebrew	67	3,854
Italian	84	10,737
Russian	45	1,043
Spanish	489	115,182

Advanced Study

New York State also has a higher percentage of students taking foreign languages in its Advanced Placement Program than any other state. This program is offered for outstanding pupils who have had at least three years of a language and wish to take a college-level language course in high school. Many well-known colleges give advanced standing or college credit to students who complete the Advanced Placement Program courses and examinations successfully.

More Language—Longer Study

Many secondary schools that have been offering two years of foreign languages are now beginning to lengthen their programs to three and four years. Also, the number



of junior high schools offering foreign languages is growing. This means that the State is gradually moving toward a four-year or — still better — a six-year language program in grades 7 through 12.

Languages in the Elementary Schools

Because of deepening national and local interest in learning languages, more elementary schools in New York State have been offering language programs during the past few years than ever before. It has been estimated that over 50,000 elementary school boys and girls are studying a second language in our schools. Some of these are included in another total of about 50,000 elementary school pupils getting language instruction through television.

There are some cautions to keep in mind about teaching languages in the elementary grades. First of all, it is absolutely essential to insure that:

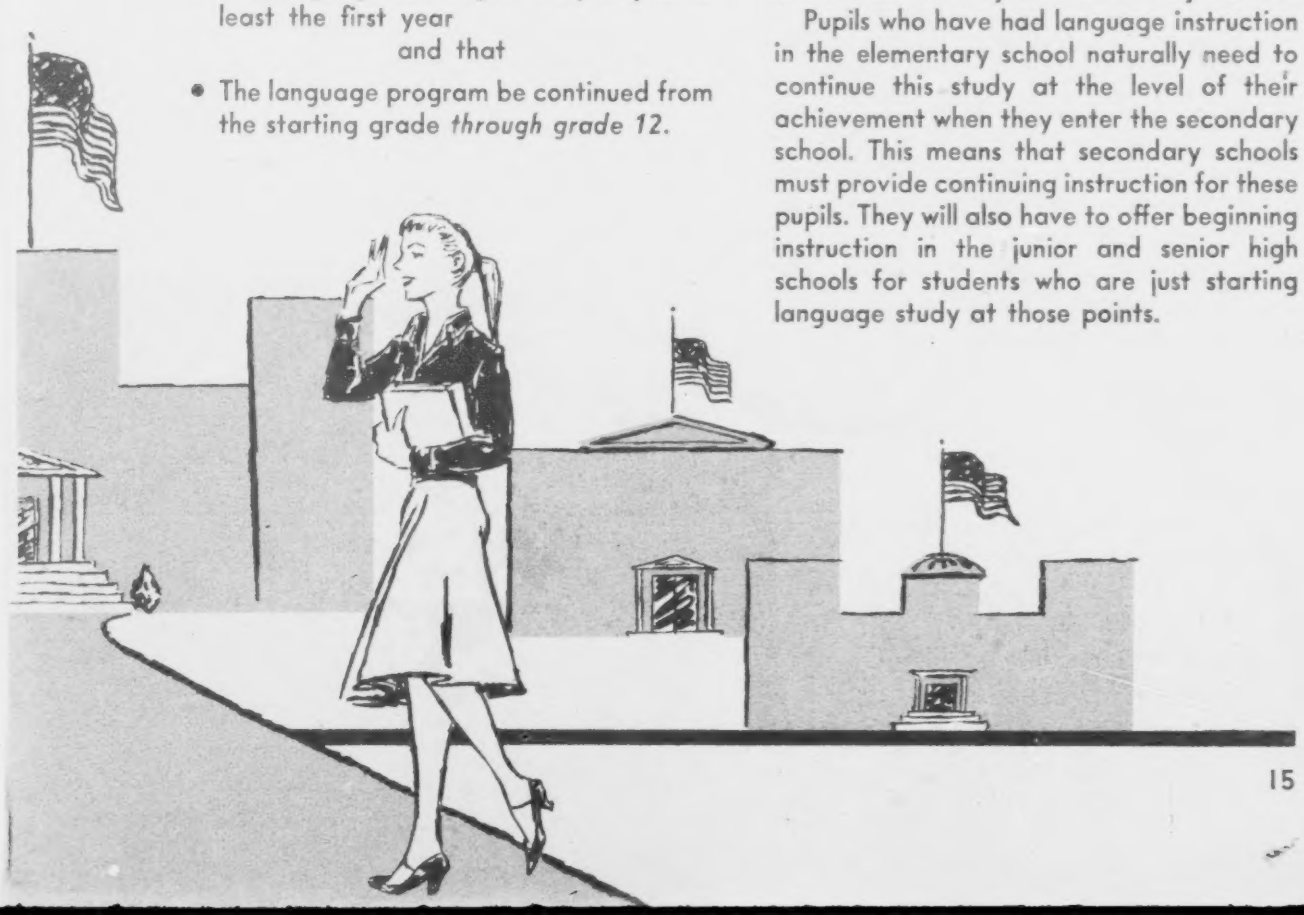
- The teacher has a fine oral command of the language
- The language be taught every day in at least the first year
  and that
- The language program be continued from the starting grade *through grade 12.*

It is important for schools to insure continuing language study. For instance, if a high school has a two- or three-year program, the first job is to build a good four-year program in grades 9 through 12. After this has been accomplished, the next step might be to expand the program into grades 7 and 8, provided students can study the language for at least four, and preferably, five periods a week in these grades. In any case, it is not wise to begin a language in the elementary school *unless* and *until* an uninterrupted program is assured from the starting grade through grade 12.

The State Education Department believes that four years of study is the minimum time needed for gaining the basic skills of understanding, speaking, reading and writing another language. Also, while it is an advantage to begin early, it is not an advantage to end early. This means that, whenever language study starts, it should end in grade 12 — and then, if possible, be continued in college by college-bound students.

From Elementary to Secondary School

Pupils who have had language instruction in the elementary school naturally need to continue this study at the level of their achievement when they enter the secondary school. This means that secondary schools must provide continuing instruction for these pupils. They will also have to offer beginning instruction in the junior and senior high schools for students who are just starting language study at those points.



The easiest and most natural way to learn a new language is to begin in the very way in which we learned English. As children we heard our mother tongue spoken all around us. We listened. We repeated the phrases we heard. Soon we found ourselves speaking a whole new language — through imitation.

Our students now begin their study of a second language in somewhat the same way that they learned English. Their teachers present carefully worked out conversations in the foreign language. These dialogs contain the important sounds that must be mastered and the everyday speech patterns that are used in the lands where the language is spoken as a native tongue.

After the students have learned a dialog, the teacher presents many interesting variations of this conversation.

For example:

One line of student conversation in the foreign language might be, "How did you like the movie?"

Soon the teacher will have the students repeating, "How did you like . . . ?" over and over again. But instead of saying "movie," pupils will substitute many other words, such as "play," "book," "game," "picture," and "dance."

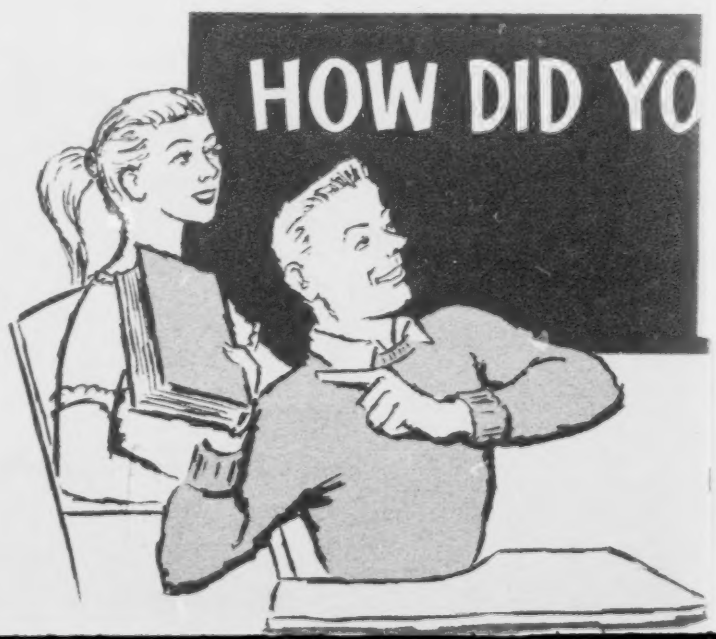
Another variation might be to change, "How did you like the movie?" to "How did he . . . ?" and "How did they like the movie?"

In this way, through hundreds and hundreds of variations of the model conversation, called "pattern drills," students learn to speak the foreign language by mastering everyday speech. In fact, the pattern drills sometimes help students master the new vocabulary and expressions even faster than we did over the period of years that we took to learn English as children.

In learning a new language, understanding and speaking come first, just as they did when we learned English. Reading and writing follow. Of course, when the students practice their conversational drills, every effort is made to teach them to speak with the same speed, intonation and pronunciation as native speakers.

In this way, students will be aided toward mastery of their second language, first through listening, repeating and speaking. Practice, practice and more practice! Only long term, continued *practice makes perfect* in mastering a foreign language.

This means that schools undoubtedly will plan to devote a longer period of time to language study. If students start in the secondary school, a six-year language program is the most desirable. In any case, at least four years are necessary to enable students



to understand, speak, read and write the new language properly.

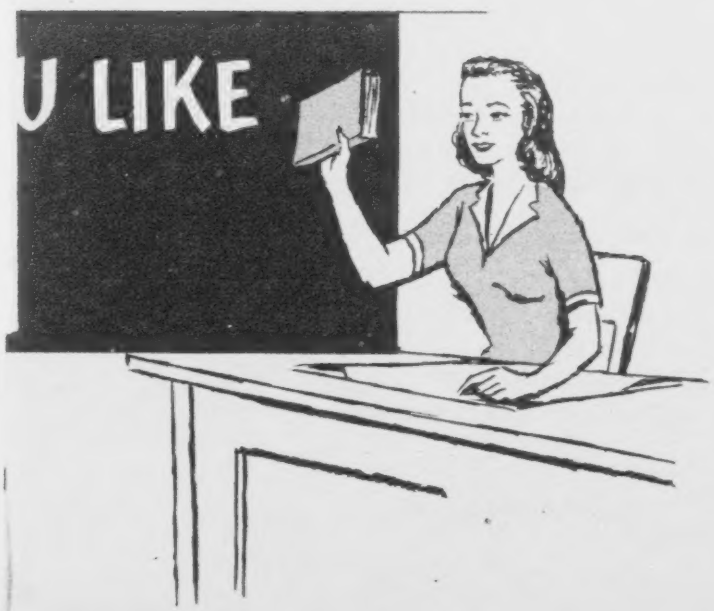
If students start in the elementary school, it is absolutely essential that the school system offer an uninterrupted language program ending in grade 12.

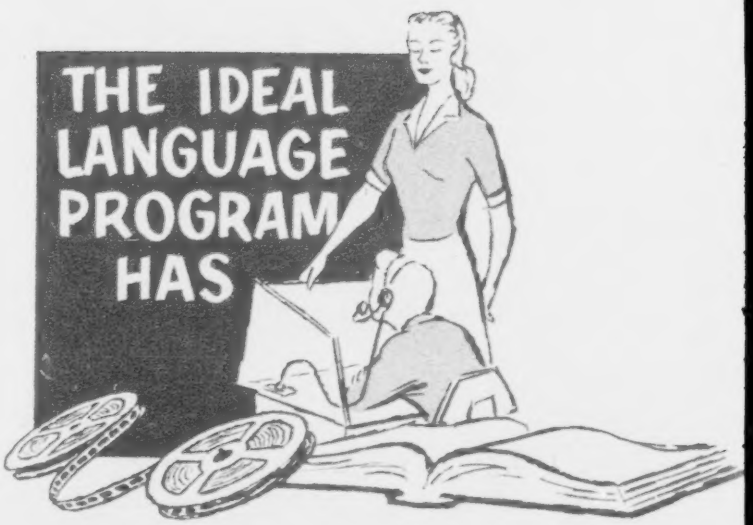
A Word from the Regents

The Board of Regents, in *The Regents Proposals for the Expansion and Improvement of Education in New York State 1961*, summed up in the following paragraph the great change that has begun to take place in the teaching of modern languages.

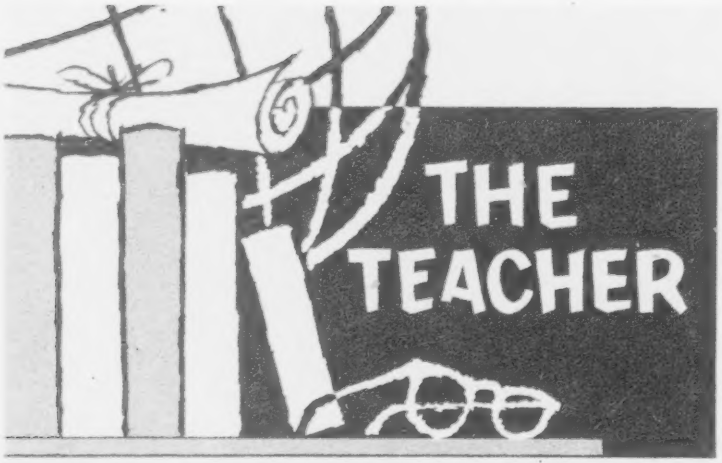
The Regents state:

> *"For the last 30 years modern foreign language instruction has been limited to a grammar-translation method which in this country has not produced the results it should have. In the past few years a revolution in foreign language teaching and learning has taken place; now it is held that language is basically something that is spoken and, secondarily, something that is written; that the goal of foreign language study should be to understand the language when spoken, to speak it, to read it, to write it, and to understand the culture of the foreign people whose language is being studied."*





- Students who are taught with sound, up-to-date methods and who learn to understand, speak, read and write the foreign language with competence and ease
- Well-trained teachers who keep step with the newest methods and equipment in the language field and put their knowledge and techniques to use in the classroom
- The necessary electronic equipment, audiovisual devices, books and materials
- Careful scheduling by the school administrator — and the development of a six-year program in the secondary schools — to insure the competence students should achieve in understanding, speaking, reading and writing the foreign language
- Special provisions in the secondary schools for students who have started to learn a second language in the elementary grades
- A guidance and counseling service that encourages language study and aids students in language selection
- The active support of the administrator and the board of education in planning for and achieving the goals of a quality program in foreign languages
- Understanding by parents and the community-at-large of the increasing importance of modern foreign languages and support for the professional, technical and scheduling needs of the local program



The well-prepared teacher of foreign languages is a person of many qualifications. First of all, he or she should have:

- Fine personal qualities, an interest in and an understanding of children as well as the ability to work with them
- A well-balanced education and a thorough knowledge of our country's culture
- Special training in child psychology and methods of teaching boys and girls

Beyond these important general qualifications, the ideal teacher can do the following — or is making every effort to develop these skills:

- Understand with ease native speakers of the language she teaches
- Speak the language, approximating the pronunciation, intonation and vocabulary of a native
- Read the newspapers and magazines as well as the literature of the foreign language almost as easily as English
- Write with ease in the foreign language
- Have training in the use of modern electronic equipment in the language laboratory
- Understand the similarities and differences that exist between American culture and the foreign culture and teach students to understand the foreign people
- Be willing to experiment with and evaluate teaching methods

These criteria are based upon endorsed proposals of the Modern Language Association of America.

In the past, our language teachers were expected to be experts in several languages and to teach them in a short period of time. Today these teachers are expected to learn and to teach fewer languages to insure superior results for both teacher and student. Also, today's language teachers have a longer period of time to help students master a second language.

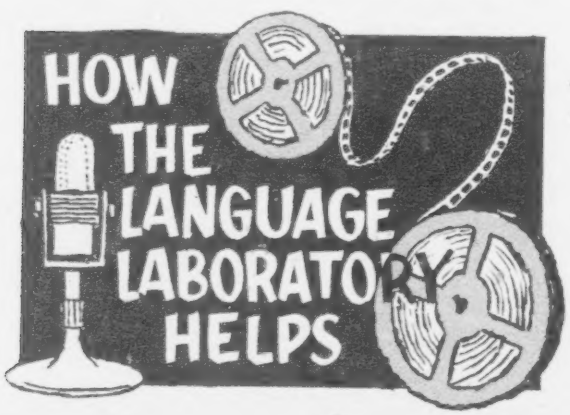
The language-teaching goals that teachers now face point to the need for additional training in the new methods of teaching students how to understand and speak the language as well as read and write it. Teachers will also need training in the use of new equipment which helps students to master these skills, particularly those of speaking with the proper speed, pronunciation and intonation — and of understanding the people of foreign lands. The Federal government and the State are helping to make special language institutes and inservice training programs available to our teachers. Some school systems are also helping teachers to expand their knowledge of foreign languages and culture through foreign travel and other means.

A Curriculum Guide for Teachers

The State Education Department's Bureau of Secondary Curriculum Development has published a syllabus entitled *French for Secondary Schools*, which presents teachers with a rich and detailed guide to the goals,

content and methods of the new French program. This publication will serve as a model for syllabuses in Spanish, German, Italian, Hebrew and Russian, to be prepared and released by the Bureau of Secondary Curriculum Development.

The Bureau has also prepared and released a publication entitled *Advanced Placement Program in French* for the use of teachers of college-level French courses offered in high school. *Advanced Placement Program in Spanish* will also be issued.



Living in an age of electronics opens the door to new instruments and techniques to use in helping students master the skill of speaking a second language and understanding the speech of natives.

The language laboratory makes it possible for students to listen to tape recordings of a variety of native voices. In this way tireless native tutors are brought into the classroom.

Each student, using his individual earphones, microphones and recording device may, under the teacher's direction:

- Listen to authentic foreign speech on carefully recorded tapes
- Record the speech patterns of the new language by repetition on tapes which may be played back so that pupils can hear and correct their own errors and teachers may evaluate students' progress even after they have left the laboratory
- Gain extensive practice as individuals in small or large groups during regular class periods or after class time

In the laboratory, each student is isolated from the group by his earphones or by booths and earphones. This allows him to concentrate on hearing and repeating and practicing many variations of the speech patterns he is trying to master — without distraction and without the feeling that his attempts are being criticized by his classmates. The laboratory also gives each student much more time to practice speaking in the foreign language, since all the students can talk into their individual microphones at the same time.

The language laboratory may be used as an important visual aid, too. Using laboratory equipment, teachers can bring the atmosphere of the foreign country to the class through colorful, interesting, authentic films, slides and filmstrips. Students then hear native speech in a native setting. Seeing, listening and reacting to scenes and situations in the foreign land give students the feeling of being almost a part of the "real" situation.

Of course, the language laboratory is not a magic key which opens doors to language learning without effort! But it adds the visual dimension of realism and provides a fascinating way of helping students master the skill of speaking the foreign tongue and understanding the speech of natives.

HOW THE LANGUA

TELEVISION

Appeals to the eye and the ear are combined when television is used as a tool for teaching foreign languages. In 1958 the Regents Educational Television Project began to offer Spanish for elementary schools over Station WPIX, Channel 11, in New York City. This instruction is given in three consecutive years so students can continue to study the language in grades 4, 5 and 6. Kinescope recordings of the televised Spanish lessons for grade 4 are now being used in 19 elementary schools in Olean.

Instruction in high school Russian was added to the broadcast schedule, and plans are under way to offer French for students as well as special programs designed to train teachers in the new methods of teaching languages. The Regents programs, beamed from New York City, reach audiences as far north as Poughkeepsie. They reach Long Island, Westchester County — and Connecticut and New Jersey too.

Buffalo, Rochester, Syracuse and the Capital District broadcast their own television programs in foreign languages. Many of these telecasts succeed in bringing language instruction to students who ordinarily might not have it in their classrooms.

Interest has been growing in closed-circuit television too. German is being taught on closed-circuit television in the Regents television project at Cortland. Here, the programs are not beamed to the general public but are telecast directly to the classrooms concerned. Sometimes classrooms in several schools share programs on a given circuit.

The leadership of the school administrator is one of the most important factors in insuring a successful language program — just as it is in insuring quality throughout the entire school program.

THE SCHOOL ADMINISTRATOR

Here are some of the vital responsibilities that the principal and the superintendent assume in developing a worthwhile foreign language program.

The administrator:

- Keeps up to date with the latest developments in the teaching of foreign languages — changing methods and the use of electronic equipment and audiovisual devices
- Insures proper scheduling and length of study to provide a quality program
- Provides a continuous program, ending upon the completion of grade 12
- Selects proficient, well-trained teachers
- Urges teachers to subscribe to and read professional journals concerned with foreign language teaching
- Helps teachers to study the problems that face them in teaching languages

GE PROGRAM IS HELPED BY...

and supports them in their reasonable requests for
- — Teaching materials
- — Continued training
- — Attendance at important professional conferences such as the annual Northeast Conference on the Teaching of Foreign Languages
- — Travel and study abroad

- Maintains an excellent guidance program to encourage language study and help students select languages
- Builds community understanding and gains community support for the language program
  - — Its goals and the length of study needed to accomplish them
  - — The professional training needs of the teachers
  - — The equipment needed for a language laboratory as well as other necessary audiovisual materials

And don't forget! The foreign language supervisory staff of the State Education Department stands ready to discuss your language program with you and to cooperate in its development in any way that you may desire.

THE PUBLIC

We, the American public, represent about six percent of the world's population. While this population is constantly growing, the world is constantly "shrinking." Through a vast and improving network of communications, the peoples of the world are growing more aware of themselves and others — their similarities and differences, their independence and interdependence.

We, the six percent, seem to hear the once-distant voices and the different languages of the people of the world growing louder, clearer and closer. Because we are Americans — wide-awake, curious, searching for the understanding and the international words of friendship that will bring peace and good will — we want to educate our boys and girls to communicate, to help to settle the world's problems through peaceful discussion, through comprehending and speaking the other fellow's language.

The greatest help the public can give toward achieving this goal is to:
- Sense the great and pressing world need for a knowledge of other languages
- Show an interest in your local school's foreign language program by learning about its goals, activities and needs from your school administrators
- Encourage your children and the youth of your community to learn a second language
- Support your teachers, administrators and board of education in their plans and reasonable requests for the language program

In our country and in our State, the schools belong to the public. And it is the understanding and support of the public that will help to build a better world through learning languages that will create friendship and goodwill among neighbors. In a large sense, the future of our youth lies in your hands! Plan it well.

ATTENTION

Are you interested in speaking a second language to help you . . .

- Make personal contacts with people of other nations if you should travel abroad
- Increase your efficiency if you should work abroad
- Prepare for a job at home that requires the knowledge of a foreign language — for example, a career in science, journalism, government service, secretarial work, teaching foreign languages, translating or national defense
- Obtain a clearer picture of how people in other lands speak, think and live
- Improve your cultural background
- Become a more alert and informed citizen of the world

You would probably like to know whether you would be successful in mastering a foreign language. Here is a checklist to help you decide on your chances for success. Read the list carefully. If you can check "Yes" for all the items, you certainly have the ability to succeed in learning a second language.

CHECKLIST FOR ELEMENTARY SCHOOL PUPILS

	Yes	No
• Do you hear words clearly?	☐	☐
• Do you say words clearly?	☐	☐
• Do you like to read?	☐	☐
• Is reading easy for you?	☐	☐
• Do you like to learn new things?	☐	☐
• Are you interested in how people live and speak in other parts of the world?	☐	☐

STUDENTS!

Just to encourage you a little further, you should know that almost all children in the elementary school can learn to speak and understand a foreign language. After grade 6, however, the ability to read well in English is important for success in learning to read a foreign language. Remember, you heard and spoke English for about six years before you began to read and write it.

CHECKLIST FOR SECONDARY SCHOOL STUDENTS

	Yes	No
• Is your hearing normal?	☐	☐
• Do you pronounce your words clearly?	☐	☐
• Are you interested in learning new skills and ideas?	☐	☐
• Do you have efficient habits of study, or are you interested in forming efficient study habits?	☐	☐
• Do you read with ease the materials used in your class or materials that are even harder?	☐	☐
• Is your spelling satisfactory for your grade level?	☐	☐

ATTENTION ADULTS!

CHECKLIST FOR ADULTS

	Yes	No
• Are you really interested in learning a second language?	☐	☐
• Do you have the time and patience required?	☐	☐
• Do you plan to receive frequent and regular instruction?	☐	☐
• Is your hearing normal?	☐	☐
• Do you pronounce words clearly?	☐	☐

Now — have you checked yourself to predict your success in learning a second language? If so, have you been able to answer "Yes" to all the questions on the checklist? Then you're ready to go! Pick your second language and start learning it now!

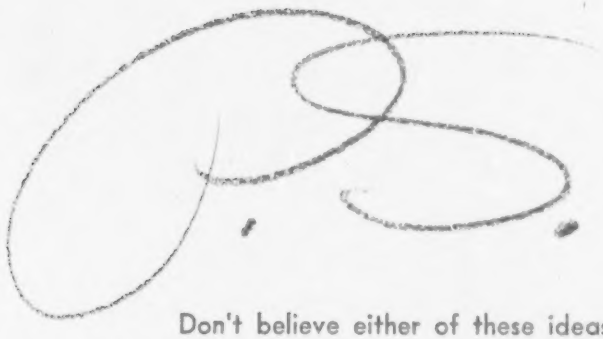
Which Language Shall It Be?

In the case of students, the language you choose from those offered in your school will depend on your own preference, your future work plans and, perhaps, on the special language interests of your parents and your community. Your guidance counselor and language teacher will help you make a wise selection. Your choice may be strongly influenced by the type of work you are doing or the work you desire to do.

You may be interested in knowing that the United States Office of Education in its publication, *Modern Foreign Languages, a Counselor's Guide*, says that the following languages, listed alphabetically in two groups, are the most needed in government, business, industry and education: French, German, Italian, Russian and Spanish — also, Arabic, Chinese, Hindu, Japanese and Portuguese.

Remember, once you have learned the language of your choice, your knowledge of this language will help you to learn others.

Note to Teachers: *Modern Language Aptitude Test*, by Carroll and Sapon, may be used effectively from grade 9 on, in correlation with other criteria, to predict students' success in learning foreign languages. This test is available from the Psychological Corporation, 304 East 45th Street, New York 17.



Don't believe either of these ideas that have been widely circulated.*

Have You Ever Heard?

Americans don't learn foreign languages as easily as people of other countries do.

Some people learn languages and some just can't.

Think It Over!

Not a word of this is true!

Don't forget. Some people learn anything faster and better than others do!

Because of our growing contacts and interests in other parts of the world, and, because we have the ability and the need to do it, the time has come for us to speak the other fellow's language!

Let's Learn Languages!

TO UNDERSTAND AND SPEAK, READ AND WRITE A SECOND LANGUAGE

* **Parker, William R.** The National Interest and Foreign Languages. U.S. National Commission for UNESCO. 1957